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ABSTRACT

Forging a Nation, a curriculum guide for teachers of grades 7 through 9 as they plan instructional programs in American Studies, is part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. Primary emphasis is upon using the topic of the American Revolution as a basis for studying conflict and change. This course of study deals with events, personalities, ideas, and with examination of the differing American and British interpretations of the revolution. Course content includes outlined units on: the American Colonies and Colonial government; French and English rivalry in North America; change in British Colonial policy; reasons for declaring independence; factors which contributed to the winning of the war; and reasons for establishing a new nation. A learning activities section provides a picture of the main idea and specific behavioral objectives for a set of learning activities. A listing of class materials that includes texts, films, filmstrips and games is included. Related documents are: SO 002 708 through SO 002 718, and SO 002 768 through SO 002 792. (Author/SJM)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

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SOCIAL STUDIES

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DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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by
Paul S. Hanson

for
Division of Instruction
Dade County Public Schools
Miami, Florida
1971

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INTRODUCTION

This course of study was written as a part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to : Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: THE AMERICAN REVOLUTION IS USED AS A BASIS FOR STUDYING CONFLICT AND CHANGE. STUDENTS EXAMINE DIFFERENT INTERPRETATIONS OF THE AMERICAN REVOLUTION. THE SECOND HALF OF THE COURSE FOCUSES ON THE AFTERMATH OF THE WAR LEADING TO THE FORMING OF A NEW NATION.

CLUSTER: AMERICAN STUDIES

GRADE LEVEL: 7-9

INDICATORS OF SUCCESS: NONE (ALTHOUGH COLONIAL AMERICA IS RECOMMENDED)

COURSE RATIONALE: In a few years we will celebrate our nation's bicentennial. Forging a Nation deals with those events, personalities, and ideas which focused upon 1776. However, the history which took place so long ago is relevent to the happenings in today's world. Revolution was not an original concept of our forefathers and it has certainly been ever present many times since throughout the world. George Santayana once said that those who cannot remember the past, are condemned to repeat it. As the United States concludes a decade of war in Southeast Asia, it is worth recalling the time, two centuries ago, when Britain faced tha same agonizing problems in America that we have met in Vietnam. History seldom repeats itself exactly, and it would be a mistake to try to equate the ideologies or motivating factors involved. As you study Forging a Nation keep in mind that two hundred years ago British leaders worried about a domino theory, distant wilderness warfare, the notion of "defensive enclaves," Hawks, Doves, hired mercenaries, an unpopular war on the homefront, possible intervention by hostile powers, and a little trouble telling friendly natives from unfriendly.

COURSE GOALS:

1. THE STUDENTS WILL IDENTIFY DATA TO SUPPORT THE HYPOTHESIS THAT THE BRITISH COLONIES GREW AND PROSPERED DURING THE EIGHTEENTH CENTURY.

2. GIVEN INFORMATION ON THE DEVELOPMENT OF COLONIAL GOVERNMENT, THE STUDENTS WILL GIVE EXAMPLES OF COLONIAL SELF-GOVERNMENT.

3. THE STUDENTS WILL EXPLAIN THE EFFECTS OF THE FRENCH AND INDIAN WAR UPON THE FRENCH, THE BRITISH, AND THE COLONISTS.

4. GIVEN AMERICAN AND BRITISH INTERPRETATIONS OF THE CAUSES OF THE AMERICAN REVOLUTION, THE STUDENTS WILL DIFFERENTIATE BETWEEN THEM.

5. GIVEN AN ACCOUNT OF THE BRITISH AND AMERICAN VERSIONS OF LEXINGTON AND CONCORD, THE STUDENTS WILL MAKE INFERENCES ABOUT THE ACTUAL EVENTS.

6. THE STUDENTS WILL MAKE HYPOTHESES OF WHY THE COLONISTS DESIRED INDEPENDENCE.

7. THE STUDENTS WILL IDENTIFY THOSE FACTORS WHICH CONTRIBUTED TO WINNING THE AMERICAN REVOLUTION.

8. GIVEN INFORMATION OF THE CONFEDERATION PERIOD, THE STUDENTS WILL DETERMINE SOME OF THE REASONS FOR ESTABLISHING A NEW GOVERNMENT .

COURSE OUTLINE:

I. British Colonial Growth
   A. Survey of the Thirteen Colonies
   B. Colonial Population Growth
      1) White
      2) Negro
      3) Towns and cities
   C. Intercolonial Relations
      1) Transportation
      2) Communication
   D. Colonial Economy
      1) Agriculture
      2) Industry
      3) Trade

II. Colonial Government
   A. Components of Colonial Government
      1) The Governor
      2) The Assembly
      3) The Electorate
   B. The Thirteen Colonies in the British Empire
   C. Local Government

III. The French vs. the British
   A. French Empire in North America
   B. Anglo-Franco Conflict in North America
      1) Ohio River Valley
      2) Fort Duquesne
   C. The Conflict
   D. Results
      1) Treaty of Paris - 1763
      2) Effects
         a) France
         b) England
         c) The Thirteen Colonies

IV. British Colonial Policy
   A. Reasons for change
   B. Events leading to Revolution
      1) Proclamation of 1763
      2) Sugar Act
      3) Stamp Act
      4) Quartering Act
      5) Townshend Acts
      6) Boston Massacre
      7) Tea Act
      8) Boston Tea Party
      9) Intolerable Acts
      10) Continental Congress

V. The Conflict Begins
   A. Lexington and Concord
      1) On the Scene Accounts
      2) Changing Interpretations
      3) 20th Century Versions
      4) British Versions
   B. Writing Your Own History

VI. Desire for Independence
   A. Thomas Jefferson
   B. John Adams
   C. The Declaration of Independence
   D. Thomas Paine and Common Sense

VII. Winning the War
   A. A Comparison
      1) British Strengths and Weaknesses
      2) American Strengths and Weaknesses
   B. Saratoga
   C. Yorktown
   D. Treaty of Paris - 1783
      1) Provisions
      2) Effects
         a) Upon England
         b) Upon the United States

VIII. Problems of a Disunited Young Nation
   A. The Confederation Period
      1) Indians
      2) Western Lands
      3) Economic Problems

COURSE OUTLINE - CONTINUED

4) Courts

B. Calling of the Constitutional Convention

GOAL 1: THE STUDENTS WILL IDENTIFY DATA TO SUPPORT THE HYPOTHESES THAT THE BRITISH COLONIES GREW AND PROSPERED DURING THE EIGHTEENTH CENTURY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
SURVEY OF THE THIRTEEN COLONIES. Note: This section will serve as an introduction or background to the American Revolution. For those students who have had Colonial America, this will serve as a review.	A. The students will examine the development of the thirteen colonies.	1. Have thirteen teams of students each select a colony, conduct research, and then present a brief report to the class on the founding and development of each colony. 2. Show the filmstrip, The Development of the Thirteen Colonies, SVE. 3. On an outline map of the 13 colonies, locate each colony, major settlements, and the major geographical features. 4. Draw a timeline encompassing the years 1600 to 1760. On the timeline, have students place the major happenings, including the settlement date of each colony. 5. Have students read and/or discuss an overview of the colonial period. Any U.S. history textbook would be adequate for this activity.
	B. The Students will examine the population growth of the colonies.	1. Use reference material to indicate population growth in the colonies. The students might draw line or bar graphs. To represent the different groups (e.g. English, Scotch-Irish, Negro, etc.) a pie graph would be in order. Source: The Americans, pp. 40-42.
	C. The students will examine the transportation and communication in the colonies.	1. Have students make reports or skits on the various modes of transportation and communication in the colonies. The teacher might indicate comparisons, e.g. in colonial times a 100 mile trip by horse and wagon would be similar to a 1,500 mile trip by automobile today. 2. Show filmstrip, From Horseback to Jet, Life. 3. Have students construct models or draw posters of colonial transportation and communication.
	D. The students will examine the colonial economy.	1. Discuss and/or read about economic life in the colonies. It might be helpful to divide the colonies into New England, Middle, and Southern.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. On an outline map of the colonies indicate the areas where agricultural products are raised, where industry is located, and the areas from which major exports originate. (Encyclopedias and some U.S. history texts would be good reference here.) 3. Have the students write an essay on the growth and prosperity of the British colonies. Or the students might compile a list of evidence to indicate that the colonies grew and prospered. (Note: this latter exercise would present an ideal opportunity to have the students place data into various categories.)

GOAL 2: GIVEN INFORMATION ON THE DEVELOPMENT OF COLONIAL GOVERNMENT, THE STUDENT WILL GIVE EXAMPLES OF COLONIAL SELF-GOVERNMENT.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
COLONIAL GOVERNMENT	A. The students will examine examples of government in Colonial America.	1. Review with class the terms: executive, legislative, judicial, electorate, suffrage, and separation of power. 2. Have students read about and discuss the organization of colonial government. 3. Assign several students to research some of the political developments in the colonies, e.g. Mayflower Compact, House of Burgesses, Fundamental Orders of Connecticut, Maryland Act of Toleration, Great Law of Pennsylvania, and then present brief reports to class. Instead of straight reporting, the students might conduct a role-playing situation of those with some artistic talent might draw posters or cartoons. 4. Have students conduct a mock meeting of the House of Burgesses with the colonial governor making an appearance. The topic under discussion might be the salary of the governor for the next budget year. At this point the teacher might mention the concept, the power of the purse. 5. The students should be aware of colonial voting requirements and how these changed over the years. Discovering American History, pp. 57,58,83,326-27, is a good source. Have the students discuss the reasons why there were certain requirements.
	B. The students will give examples of colonial self-government.	1. At this point it might be advisable for the teacher to explain the British policy of mercantilism and subsequent conflict that developed between the English and various colonial governments in the 17th and early 18th centuries. A good example of this would be the formation of the Council for New England, including Edmund Andros and the Charter Oak Story. The teacher might present the material in form of a lecture or student reports. Another early conflict which might be included is the Peter Zenger trial, from the point of view of governmental conflict.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Have students read about and discuss local governments in the colonies. Include the New England Town Meeting, county government in the South, township government in the Middle Colonies, and "frontier democracy." 3. Have the class conduct a New England Town Meeting. The student might select the topic(s) under discussion by the meeting. 4. Discussion Questions: a. Who managed the local matters in the colonies? To what extent? b. Why did the colonists develop the concept of self-government? What form of government developed on the frontier? Why? c. In what area did the British and colonial governments come into conflict? d. Why was commerce so important to the British? Why did England not rigidly enforce the 17th century Trade and Navigation Acts? e. What happened when there was a conflict between the British and colonial governments? What was the reaction of the colonists? f. What was the feeling of the colonists in the area of local government? In the area of empire?

GOAL 3: THE STUDENTS WILL EXPLAIN THE EFFECTS OF THE FRENCH AND INDIAN WAR UPON THE FRENCH, THE BRITISH, THE COLONISTS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
FRENCH AND ENGLISH RIVALRY IN NORTH AMERICA.	A. The students will describe the background events of the French and Indian War.	1. Have the students read about the background of the French and Indian War. Again any U.S. history text would suffice. 2. Have the students indicate on an outline map of North America the areas controlled by the various European powers prior to the outbreak of the French and Indian War. 3. Review with students French explorations and land claims in North America or show film, French Explorations in the New World, #1-05315,11', C. 4. Have the students make a list of the first three intercolonial wars (King William's War [1689-1697], Queen Anne's War [1701-1713], and King George's War [1744-1748].) After each conflict, indicate the victor and major result (e.g. territorial changes). Why wasn't a lasting peace attained with these wars? 5. Have the students make a chart indicating a comparison between the English colonies in America and the French colonies in America. Categories for this comparism may include: population, location, economy, government, relationships with the Indians, etc. 6. Refer to the outline map of North America (Activity #2) and have students make note of areas where French and English claims came into conflict. The teacher should "lead" the students to focus in on the Ohio River Valley. 7. Discussion Questions: a. Why was this valley important to the French? to the English? What did the French governor Bienville do to insure French ownership of this region? (See History of Our U.S., pp. 92-98) b. What English colony claimed this region? On what basis was this claim? c. What are some alternative courses of action when two nations claim the same land? What was done in the Ohio River Valley? Was this the only course of action under the circumstances? 8. Have the students write a summary, outline, or construct a time-line of the background of the French and Indian War to 1754.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. The students will examine the French and Indian War.	1. Show film, The French and Indian War, #1-05360, 11',C, or filmstrip French and Indian War, CTA. 2. Have students read about and/or discuss the major events of the French and Indian War, 3. Students might do reports or projects on the following: Braddock's ambush near Fort Duquesne, Albany Plan of Union, Battles at Fort Niagara, Fort Ticonderoga, Crown Point, Quebec, and Montreal. 4. As forts were so important during this period of history, several students might construct a scale model of a fort. 5. Discuss the Albany Plan of Union. An excerpt of this appears in Discovering American History, pp. 76-79. Point out to students that the Albany Plan was rejected, but does have implications for the near future. Perhaps some students might predict what this will be. The cartoon drawn by Benjamin Franklin in 1754 presents an ideal opportunity for cartoon interpretation by the students. 6. Discuss the terms of the Treaty of Paris (1763). Have the students adjust their outline maps of North America to illustrate the territorial changes. What part did Spain play in the treaty? Why was Florida ceded to England?
	C. The students will explain the effects of the French and Indian War upon the participants.	1. Refering back to the Treaty of Paris (1763), have the students set up a chart: | | England | France | 13 Colonies | | Gains | | | | | Losses | | | | 2. Discussion Questions: a. Another participant in the war was the Indian. What did he gain or lose? b. What effect would France's loss of territory in North America have upon the 13 colonies?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		c. Would England's attitude toward the colonies change with France out of the picture? Why or why not? d. What effect would England's growing debt (1754 = £73,000,000; 1764 = £130,000,000) have upon the colonies? Could the British make the colonists partially responsible for payment of this debt? Why or why not? e. In what ways did the French and Indian War alter the life styles of those living in the colonies?

GOAL 4: GIVEN AMERICAN AND BRITISH INTERPRETATIONS OF THE CAUSES OF THE AMERICAN REVOLUTION, THE STUDENTS WILL DIFFERENTIATE BETWEEN THEM.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
A CHANGE IN BRITISH COLONIAL POLICY.	A. The student will suggest alternative courses of action the British might take in 1763.	1. Introduce this period with the film, American Revolution: The Background period, #1-05748, or the sound filmstrip, A Prelude to Independence, SVE. 2. Discuss the situation between England and the 13 colonies in 1763, including: England's rising debt, desire for an English balanced budget, need for a standing army in the colonies, new ways for the British government to raise revenue, and a tightening up of the American customs service. 3. Have the students (entire class or by groups) suggest various courses of action the British might take to solve their problems. To carry this activity further, after alternatives are listed, have the students point out the considerations and consequences of each alternative. Finally, the class might suggest which course of action would be most beneficial to the British, to the American colonists. An excellent source for this activity is From Subject to Citizen, "The Making of the American Revolution," part 1, pp. 60-65.
	B. The students will examine England's new policy in action.	1. To follow-up activity #3 above, discuss the laws passed by Parliament (1763-1765). Then ask the students to determine whether these actions (Proclamation of 1763, Sugar Act - 1764, and the Stamp Act, 1765) match any one of the courses of action suggested earlier. 2. Have the students read about the steps leading to the outbreak of War (1763-1774). 3. Students or groups of students may work on reports to be presented to the class on these events. A good source for the Stamp Act crisis is in The American Revolution, AEP, pp. 16-25. 4. The students might begin to construct a chart at this time listing the British action, colonial reaction, and importance as a step toward revolution, e.g:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

4. continued

British Action	Colonial Reaction	Importance
Passage of the Stamp Act (1765)	Formation of the Sons of Liberty, riots, boycotts, speech by Patrick Henry, Stamp Act Congress, Rights of Englishmen.	The British yielded to pressure both from the colonies and in England. The wounds from this never healed

This chart should be updated as the material is covered.

5. Show film, Winning Our Independence #1-40089, 34', BW, or Williamsburg: The Story of a Patriot, #1-40087, 36', C.

6. Have several students conduct a role-playing situation. One set of students will assume the role of Englishmen or Loyalists (Tories) and the other set American patriots. In the role-playing situation the students may select any of the areas under IV, B in the course outline.

7. Have some students research the Boston Massacre. Ask several students to write a newspaper story complete with headline of the Boston Massacre as it would appear in a British newspaper, and other students to do the same for a colonial newspaper.

8. Have the students interpret Paul Revere's cartoon engraving of the Boston Massacre.

9. Show the filmstrip, Massacre and Propaganda, CTA, or film, John Yankee: John Adams and the Boston Massacre, #1-12772,20', BW.

10. Discussion Questions:
    a. What is a massacre? Was the Boston Massacre a massacre? Why or why not?
    b. Why was this event called a massacre?
    c. What did Samuel Adams hope to accomplish by calling this a

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		massacre? Whom did he wish to influence? Why? d. Did calling this event a massacre have any effect upon the British? Explain. e. What did the British do to their own soldiers who were involved in the Boston Massacre? What did the citizens of Boston demand be done with the soldiers. f. What effect did this event have upon the stationing of British troops in Boston? g. Compare circumstances and effects of this event with modern-day happenings, e.g. Kent State, urban riots. Any similarities? Any differences? 11. Show film, The Boston Tea Party, #1-31089, 30', C; or filmstrip, Tea Party and King George, CTA. 12. Discuss the Tea Act and the subsequent tea parties at Boston, Annapolis, Philadelphia, Wilmington,N.C., and Charleston, S.C. 13. Discussion Questions: a. After the repeal of the Townshend Acts, why did the British retain the tax on tea? b. What was the purpose of the Tea Act? c. What did the colonists object to in addition to paying the tax on tea? d. What role did the British East India Company play in this event? What is a monopoly? Do businesses apply pressure to government today? Give examples. e. What were the effects of these events surrounding the Tea Act in British and Colonial relations? 14. The students, after research, may write a script of numerous situations and do some role-playing, having both the British and American viewpoints expressed. Suggested situations: a. British East India Company applying pressure to members of Parliament to pass the Tea Act. b. American colonists meeting to plan the Tea Party. c. Several British citizens discussing the tea parties.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		d. An American patriot (rebel tothe British) discussing the Intolerable Acts with a loyalist(tory to an American colonists) e. Members of the First Continental Congress discussing the events of the past decade. f. Members of Parliament reacting to the Declarations of Rights and Grievances sent to them by the First Continental Congress. 15. Have the students complete the chart started in activity #4. Looking at the chart as a whole, conduct a debate; Resolved: The colonists were justified in declaring themselves independent from British control. 16. Show films, Give Me Liberty, #1-12762, 20', C, or Williamsburg: The Story of a Patriot, #1-40087, 36', C. 17. Assign several students to read and report on Oliver Wiswell, by Kenneth Roberts, and Johnny Tremain, by Esther Forbes. 18. Assign a student to report on the exploits of Paul Revere or show film,Paul Revere's Ride, #1-05378, 11',BW.

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GOAL 5: GIVEN AN ACCOUNT OF THE BRITISH AND AMERICAN VERSIONS OF LEXINGTON AND CONCORD, THE STUDENTS WILL MAKE INFERENCES ABOUT THE ACTUAL EVENTS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
DIFFERING VIEWPOINTS OF HISTORICAL EVENTS.	A. The students will examine several different versions of Lexington and Concord.	1. View film, Shot Heard Round the World, #1-31102, 32', C; or Lexington and Concord, #1-31091, 27', C; or Dawn of the American Revolution: A Lexington Family, #1-13774, 16'. 2. Have students read several written accounts of the events at Lexington, and Concord, both British and American versions. These may be found in Discovering American History, Unit II, "The American Revolution, 1775-1783," pp. 143-148 and 151-162. Another source is From Subject to Citizen, "The Making of the American Revolution," Part 1, pp. 9-15. Also Selected Case Studies in American History, Vol 1, pp. 59-63 and 66-72. Ask students to consider, as they read these articles, whether or not the accounts interpret the battles or if they only report the facts. Another excellent source for readins on different interpretations of Lexington is found in The American Revolution, AEP, pp. 26-51. 3. Discussion Questions: a. How do the authors of the articles reveal their opinions? b. What effects would the British articles have upon American readers? Visa versa? 4. Have the students observe several selected paintings of the Battle of Lexington. Discovering American History, Unit II, "American Revolution 1775-1783." pp. 148-151. From Subject to Citizen, "The Making of the American Revolution," Part 1, pp. 4-7. Selected Case Studies in American History, Vol. 1, pp. 64-65. American Heritage, Vol X (August, 1959) pp. 60-64 and 82-84. As the students study the pictures have them note which are the Minutemen? What is happening to the British soldiers? To the Minutemen? What expressions and poses the Minutemen have? How they change in the different pictures?
	B. The student will make inferences about the versions of Lexington and Concord.	1. Discussion Questions: a. Each of the artistic interpretations of the events at Lexington represent a point of view. Why do artists differ in what they emphasize?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		b. Why are some details brought out in one painting and clouded over or omitted in another? c. Can a work of art ever be used to get at the truth? Can the illustrations be called interpretations? d. If you want to find out the truth about an event, are interpretations of any value or are they simply misleading? e. Do you think it is possible to tell about an event without interpretating it? f. How could knowing the reasons for an interpretation help you to use it? Illustrate your answer with examples from from the articles on Lexington and Concord. 2. Have the students review the articles read in Activity A., 2. Keeping in mind who wrote them and for whom the account was written. How might the writer and the readers of each article affect the way the story of Lexington was told? 3. Have the students complete the following written exercise: a. List the details on which the British and Americans agreed. b. Look closely at the details on which the accounts disagreed. For each detail about which the accounts disagreed, select the one which you consider the most accurate. c. Using the details you found in stop "a" and the details you selected in step "b", construct your own account of what happened at Lexington. 4. The student has now joined the ranks of a historian. Has the truth finally been achieved? Why or why not? 5. Based upon his observations in #4, the student should attempt to determine who was wrong, in what way, and how the entire event could have been avoided?

GOAL 6: THE STUDENT WILL MAKE HYPOTHESES OF WHY THE COLONISTS DESIRED INDEPENDENCE.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
DECLARING INDEPENDENCE	A. The students will investigate reasons for declaring independence.	1. Show film, Declaration of Independence by the Colonies, #1-12813, 19', C; or filmstrip Spirit of Independence, SVE. For the film discuss these points: How important were the Coercive Acts? Why did the Battle of Lexington take place? What was the cause of the war as seen in the film? 2. In Discovering American History, Unit II "The American Revolution pp. 102-106, read "Thomas Jefferson and the Declaration of Indepencence." Discussion Questions: a. What did Jefferson want the Americans to do in 1776? b. Did Congress appear unanimous in accepting the idea of independence? Did all the points in Jefferson's original draft survive the final vote on the Declaration? Explain. c. Why was Jefferson given the job of drafting the Declaration of Independence? d. After reading this selection, does it appear to you that the Declaration of Independence represented ideas held by most Americans or the thoughts of one man? e. How do Jefferson's beliefs compare with what colonial Americans considered important? 3. Read "The Drafting of the Declaration: John Adams' Account," pp. 106-107 from same source as above. Discussion Questions: a. What points does Adams make about Jefferson's part in drafting the Declaration? b. According to Adams, what was unique about Jefferson's role? c. To what extent does the Declaration seem to represent American feelings? Do you have the same opinion after reading the Adams diary that you had after reading the account in activity #2? Explain. 4. Have the student read an account of the Declaration of Independence. Points to consider: What the Americans were protesting.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Why the Americans should want to revolt. Who decides: that Americans are not subordinate to Great Britain, to declare independence, that a system of government should be changed, who has final say among the thirteen colonies, how taxes will be paid and to whom, who will protect American shipping, who will make treaties with foreign nations, under what system of government to live? And by what authority? 5. Discussion Questions: a. In general, what are the changes made against Great Britain in the Declaration of Independence? b. How do the specific grievances listed in the Declaration violate the rights of man or the role of government defined in the first two paragraphs? c. After the grievances, what further reasons did the Americans offer for declaring their independence? d. John Adams thought that Jefferson's Declaration of Independence was "too passionate." For what reasons might Adams have held this opinion? Now that you've read the Declaration can you tell whether Adam's opinion was valid? Explain. e. Why can the Declaration of Independence be considered a declaration of war? f. What did Franklin mean when he said, "If we all don't hang together, most assuredly we will all hang separately?" 6. Conduct a debate, Resolved: That the Congress should declare that these United Colonies are and of right ought to be free and independent states. A good source for statements of both the negative and affirmative is From Subject to Citizen, "The Making of the American Revolution," part 2, pp. 68-69. 7. Have several students play roles of radicals, moderates, and conservatives in a mock discussion or debate over the advisability of signing the Declaration.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		8. In Discovering American History, Unit 2, "The American Revolution," pp. 124-125, have students read a "Selection from Common Sense by Thomas Paine." Discussion Questions: a. Does Paine believe that it was America's destiny to remain in the British Empire or to stand alone? Why? b. According to Paine, why was Great Britain interested in America? c. What does Paine think of Great Britain's right to rule America? d. Does Paine suggest any new reasons for the Revolution?
	B. The students will make a hypothesis of why the colonists desired independence.	1. Review with students that a hypothesis is an idea that has not been proven but that is assumed to be true for the sake of testing. 2. Now that the student has examined and analyzed the causes of the American Revolution, ask them to form a hypothesis about causes of the American Revolution. This can be done on a(n) class, committee, or individual level.

GOAL 7: THE STUDENTS WILL IDENTIFY THOSE FACTORS WHICH CONTRIBUTED TO WINNING THE AMERICAN REVOLUTION.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
COMPARISON OF THE COLONIES AND THE BRITISH.	A. The students will compare the strengths and weaknesses of the Colonists and British.	1. Read and/or discuss the strengths and weaknesses of the American Colonists and the British. 2. Have the students compile charts: American Strengths | American Weaknesses British Strengths | British Weaknesses Include such categories as leadership, reasons for fighting, past experiences of soldiers, outside assistance, location of fighting, unanimity or lack of it, financial resources, manufacturing, troop turnover, naval strength or weakness, training, fighting style, length of supply line, attitutes on fighting and home fronts. At the onset of the conflict who had a better chance of winning "on paper"? Defend your answer
War strategy.	B. The students will indicate that the strategy used by the colonists was largely forced upon the Americans by the nature of British strategy.	1. Using a history text have the students find out what the strategy of the British and of the Americans was in the Revolution. 2. Have a class discussion in which pupils discuss the strategy of the British and Americans in the Revolutionary War. Be sure they understand the problems related to the strategy in 18th century style war. 3. Have students depict this strategy upon an outline map of the colonies.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. Assign some students report on fighting styles, weapons, or uniforms. This might be done through library research or American Heritage Book of the Revolution. 5. Several students might make models or drawings of Revolutionary weapons such as, swords, pistols, rifles, pole arms, powder-horns, artillery projectiles, howitzers, motars, field pieces, and other cannons. Source, Revolutionary War Weapons, Colby. 6. A field trip might be arranged for several or all students to visit Donnin's Antique Arms and Gun Museum in North Miami. 7. Discussion Questions: a. What do we mean by defensive warfare? Who was usually on the defensive during the Revolution, the American colonists or the British? b. What are the disadvantages of being on the defensive? c. How did weapons determine the style of fighting?
Winning the War.	C. The students will examine an overview of the military phase of the war.	1. Have the students read Discovering American History, Unit 2, "The American Revolution," pp. 132-;38. Any U.S.history textbook account of the military phase of the American Revolution would also serve the purpose. 2. Have the students compile a battle chart:

Battle	Location/date	Victor	Significance

3. Show films, Soldier of the Revolution, #1-12820, 15',C, or Valley Forge, #1-12822, 14', BW.

4. Assign students to research several of the military highlights of the Revolution. (Bunker Hill, Trenton, Saratoga, Kings Mountain, Yorktown, etc.)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. Discuss the Battle of Saratoga in some detail. Perhaps a panel of students might research this topic and lead the discussion. 6. Either by means of an outline map or transparency trace the British three-pronged plan of 1777 (Burgoyne, St. Leger and Howe) to divide the colonies. 7. Show the filmstrips, Freedom's Pledge, SVE, or Summer Soldier, CTA, or American Revolution, Guidance Associates. 8. Discussion Questions: a. What was Burgoyne assigned to do in 1777? Did he attempt to carry out his assignment? Explain what happened. b. What was St. Leger assigned to do in 1777? Did he attempt to carry out his assignment? Explain what happened. c. What was Howe assigned to do in 1777? Did he attempt to carry out his assignment? Explain what happened. d. What did the American colonists do to stop General Brugoyne? What does this indicate about the colonists? What would have happened in other battles had the Americans acted as they did at Saratoga? e. Could the British have averted a defeat at Saratoga? Explain. f. Was the capture of Philadelphia by General Howe a significant loss to the colonists? Do you think General Howe's actions helped or hurt the British cause? Explain. g. Why did the French come to the aid of the colonists after the British defeat at Saratoga? What effect would this have upon the American disadvantages and British advantages? 9. Repeat activities 5 and 6, substituting Yorktown for Saratoga. 10. Show film, Lafayette: Soldier of Liberty, #1-12461, 16', BW, or Williamsburg in the American Heritage, #1-12799, 20',C.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		11. Have the students read Discovering American History, Unit 2, "The American Revolution," pp. 138-142. These are accounts of Cornwallis on Yorktown and Washington on Yorktown. Discussion Questions: a. According to Cornwallis,what caused the British defeat at Yorktown? b. In defeat, what was Cornwallis' attitude toward the Americans and French? c. What feelings does Washington express when he writes about the British defeat at Yorktown? d. Do Cornwallis and Washington agree on the reasons for the outcome of the battle? Explain. e. Why did the British give up the fight after Yorktown?
The end of hostilities.	D. The students will examine the terms of the Treaty of Paris - 1783.	1. Show film, American Revolution: The Postwar Period, #1-05749, or filmstrip, Benjamin Franklin, Guidance Associates. 2. Read and/or discuss the Treaty of Paris - 1783. 3. After some research on the topic, have several students conduct a role-playing session of the peace conference representing the delegates from the United States, England, and France. (Note: Spain and Holland were also participants, but that would only confuse the issue.) 4. Have the students locate on a map the boundary lines of the United States. 5. List the gains and losses of each nation involved in the peace conference. 6. Discussion Questions: a. Did French gains from the treaty outweigh their military efforts in the Revolution? Explain. b. Was the treaty a just one? Explain. c. Which agreements would please most Americans? Which would displease some Americans? d. Did the United States honor all the provisions of the

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		treaty? Explain. e. Did the Americans accomplish what they fought for? Explain. 7. Discuss the following: Why did the American Revolution succeed? Why were the colonists able to defend themselves against the largest empire the world had known?

GOAL 8: GIVEN INFORMATION ON THE CONFEDERATION PERIOD, THE STUDENTS WILL DETERMINE SOME OF THE REASONS FOR ESTABLISHING A NEW GOVERNMENT.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
PROBLEMS OF THE YOUNG DISUNITED NATION. Note:Commencing with activity #3-#8, The Americans Chapter 4, pp. 82-89, will be the basis of instruction. A class set of this text would be ideal, however, a single copy would suffice. In addition to the text there is a workbook and a teacher's manual.	A. The students will identify several of the problems faced by the United States following the American Revolution.	1. Show the film, The Constitution of the United States, #1-10232. 2. Have the students read about and/or discuss the Confederation Period (1781-89). Any U.S. history text would be adequate for this, however, From Subject to Citizen, "We the People," pp. 17-2 has an excellent account of the Confederation period. Discussion Questions: a. What were some of the problems faced by the United States following the American Revolution? b. How did the Americans attempt to solve these problems? Were they successful? Explain. 3. The concept to present to the students here is disorder. On page 82 of The Americans is a picture of a traffic jam representing disorder and two drawings on page 72 of the workbook. Another suggestion is to arrange the desks in disorder or haphazardly, having the students take a seat and requesting that they not move their chairs. The point to get across to the students is why we need order. 4. The next lesson, "What Would You Do If You Were in a Place Without Order?" presents a recording from The Lord Of The Flies (the teacher's manual has the script which may be read to the students.) Here the students should suggest ways to attain order. 5. Introduce the term, dictatorship, and ask the students if they would like to live under a dictatorship. Conduct a role-playing session with a student running the class as a dictatorship. Ask the students, if they lived under a dictatorship would they revolt? Why? 6. Have the students read pp. 85-86 from The Americans. Define the words government and democracy. Discuss the difference in decision making in a dictatorship, in a democracy. 7. Both democracies and dictatorships attempt to keep order. Have

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		the students read the speeches on page 78 of The Americans workbook. From these five excerpts the students are to identify which represents a dictatorship and which represents a democracy. Speeches: a. "If I am elected..." b. "The people of this country want..." c. 'Your leader has increased the size of..." d. "We the people of Starike, do..." e. "It is ordered that..."
		8. Define the word, constitution. Have students read pp. 88-89 in The Americans. The point of this lesson is that if the students disliked disorder and dictatorship, then power must be given to a government ot insure order. The guidelines which a government operates under is a constitution, forged by the people themselves.
		9. Make a class list of the weaknesses found in the Articles of Confederation and discuss the effects of each weakness.
		10. Have students role-play some of the situations of the Confederation Period (e.g. a farmer bringing his produce across a state line, a citizen from Virginia attempting to purchase something in New York, Shay's Rebellion, the Mount Vernon Conference, the Annapolis Convention, American representatives attempting to secure a trade agreement with England, a group of frontiersmen discussing the Indian problem in the Northwest, delegates from a particular state discussing whether to give up their Western land claims).
		11. You might play a simulation game at this point. Suggestion, Disunia, Interact or 1787, Western Behavioral Sciences.
		12. Show the film, George Washington, #1-12479,20', BW.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Calling the Constitutional Convention.	B. The students will propose reasons for calling the Constitutional Convention.	1. Have the students compile a chart listing all the problems of the Confederation period. List not only the problem but also whether it was solved or not.

Problem	Solved yes	Solved no

2. Ask students to suggest any ways the problems listed above might be solved. It is hoped the students will suggest the need for a strong central government based upon democratic principles.

3. Discuss the immediate steps leading to the Philadelphia Convention, i.e. the Mount Vernon Conference and the Annapolis Convention.

4. Have the students write an essay: The Constitutional Convention and call for a strong central government was a natural outgrowth of the Confederation Period.

5. Show film, America's Foundation of Liberty, #1-05374, 11',C.

Note: The Quinmester course, Our Federal Government, deals with the Constitutional Convention, ratification of the Consititution, and a study of our federal government.

MATERIALS:

1. Recommended basic textual and other materials:

Kownslar, Allan O. and Frizzle, Donald B. Discovering American History, "Unit II, The American Revolution." New York: Holt, Rinehart and Winston, Inc., 1967.
EDC Social Studies Curriculum Program, From Subject to Citizen, "Making of the American Revolution" and "We The People", Cambridge, Massachusetts: Education Development Center, Inc., 1970.
Graff, Henry F. The Free and the Brave (simplified edition.) Chicago: Rand McNally and Company, 1967.
Graff, Henry F. The Free and the Brave (regular edition.) Chicago: Rand McNally and Company, 1967.
By the Staff of the Social Studies Curriculum Center Carnegie-Mellon University. The Americans (slow learners.) New York: American Heritage Publishing Company, Incorprtated, Distributed by Holt, Rinehart, and Winston, Inc., 1970.
King, Fred M.; Harlow, James; Eibling, Harold H. History of our United States (simplified and regular editions). Laidlaw Brothers Publishers, 1968.
Schwartz, Melvin: O'Connor, John, Exploring American History (slow learners). Globe Book Company, Incorporated,1968.
Caughey, John W.; Franklin, John Hope; May, Ernest R. Land of the Free. Benziger, Inc., 1971.
Sandler, Martin W.; Rozwenc, Edwin C.; Martin, Edward C. The People Make a Nation. Allyn and Bacon, Inc., 1971.
Oliver, Donald W. and Newmann, Fred M. The American Revolution: Crisis of Law and Change. Middletown, Connecticut: American Education Publications (AEP), 1970.

2. Alternate student and class material:

A. Films:

Coronet, Dawn of the American Revolution: A Lexington Family, #1-13774, 16'.
Coronet, French Explorations in the New World, #1-05315, 11', C.
Coronet, French and Indian War, #1-05360, 11',C.
Encyclopedia Britannica, American Revolution, #1-12800, 15',C.
Colonial Williamsburg, Williamsburg: The Story of a Patriot, #1-40087,36'C.
Warner Bros., Sons of Liberty, #1-12821, 18', C, on Heydon Solomon.
UAA, Give Me Liberty, #1-12762, 20',C.
TFC, John Yankee: John Adams and the Boston Massacre, #1-12772,20',BW.
Walt Disney, The Boston Tea Party , #1-31089, 30',C.
Walt Disney, Shot Heard Round the World, #1-31102, 32',C.
McGraw Hill, Lexington and Concord, #1-31091, 27',C.
Johnson-Hunt, Paul Revere's Ride, #1-05378, 11', BW.
Colonial Williamsburg, Decision at Williamsburg, #1-12817, 20' C.
Churchill, Soldier of the Revolution, #1-12820
Encyclopedia Britannica, Declaration of Independence,by the Colonies, #1-12813,19',C.

Materials continued:

McGraw Hill, Valley Forge, #1-12822,14',BW.
TFC, Winning Our Independence, #1-40089, 34',BW.
Encyclopedia Britannica, Lafayette: Soldier of Liberty, #1-12461, 16' BW.
Colonial Willaimsburg, Williamsburg in the American Heritage, #1-12799, 20',C.
Encyclopedia Britannica, Constitution of the U.S., #1-10232.
Encyclopedia Britannica, George Washington, #1-12479.
CTA, American Revolution: The Background Period, #1-05748.
CTA, American Revolution: The Postwar Period, #1-05749.

B. Filmstrips:

The Development of the Thirteen Colonies, Society for Visual Education (SVE)
Dutch, English, French, and Spanish Colonists, Society for Visual Education (SVE)
French and Indian War, Critical Thinking Activities, (CTA)
King George and His Colonies, CTA.
American Revolution, Guidance Associates.
Massacre and Propaganda, CTA.
Tea Party and King George, CTA.
A Prelude to Independence, SVE.
Spirit of Independence, SVE.
Summer Soldiers, CTA.
Loyalists and Patriots, CTA.
Freedom's Pledge, SVE.
Benjamin Franklin: Symbol of the American Revolution, Guidance Associates.

C. Games:

Disunia, Interact (21st century paralleling the problem of sovereignty during 1781-89.)
1787, Western Behavioral Sciences (Events leading up to and including the Constitutional Convention.)

3. Supplemental Teacher Resources:

Bartlett, Irving, et al. A New History of the United States. New York: Holt, Rinehart and Winston, Inc., 1969.
Roberts, Paul M. Review Text in United States History. New York: Amsco Publications, 1970.

4. Supplemental Student Resources:

Catton, Bruce, ed. The American Heritage Book of the Revolution. New York: American Heritage Publishing Co., 1958.
Colby, Carroll. Revolutionary War Weapons, New York: Coward-McCann, 1963.

Materials continued:

-----American Heritage, Volume X (August 1959)

Cummins, Duane and White, William, The American Revolution, New York: Benziger Brothers, 1968

Forbes, Esther. Johnny Tremain. Boston: Houghton Mifflin, 1943.

Garner, William E., Beery, Robert W., and Olson, James R. Selected Case Studies in American History, Volume 1. Boston: Allyn and Bacon, Inc., 1969.

Gross, Richard, and Madgic, Robert F. From Colony to Confederation: 1600-1787. San Francisco: Field Educational Publications, Inc., 1971.

Howe, John R. Jr., ed., The Role of Idealogy in the American Revolution, N.Y. ,Holt, Rinehart and Winston, 1970.

Labaree, Benjamin W. The Road To Independence 1763-1776. New York: The Macmillan Co., 1963.

Langer, Howard J., ed. The American Revolution, Washington, D.C.: Civic Education Service, Inc., 1966.

Madgic, Robert F. Rebels vs. Royalists. New York: Scholastic Book Services, Inc.,1966.

Main, Jackson T., ed. Rebel vs. Tory: The Crises of the Revolution, 1773-1776. Chicago: Rand McNally & Co., 1968.

Roberts, Kenneth. Oliver Wiswell. New York (Garden City): Doubleday, 1940.

Squire, Marjorie J. British Views of the American Revolution. Boston: D.C. Heath and Co., 1965.

Social Science Staff of the Educational Research Council of America. The Challenge of Change. Boston: Allyn and Bacon, Inc., 1971.